Standing Requirements

Program Mission Statement

Recognizing its general and special missions in education, Embry-Riddle Aeronautical University embraces a general education program. This course of study ensures that students possess the attributes expected of all university graduates. The general education program enables students, regardless of their degree program, to understand the significance of acquiring a broad range of knowledge. Throughout the general education program, students gain and enhance competence in written and oral communication. They practice reasoning and critical thinking skills and demonstrate computer proficiency. As students engage in this course of study, they familiarize themselves with and investigate ideas and methodologies from several disciplines. These include the arts and humanities, the social sciences, economics, the natural sciences and mathematics. The program also helps students recognize interrelationships among the disciplines. Promoting the appreciation of varied perspectives, the general education program provides intellectual stimulation, ensuring that students are broadly educated. This course of study empowers students to make informed value judgments, to expand their knowledge and understanding of themselves, and to lead meaningful, responsible, and satisfying lives as individuals, professionals, and concerned members of their society and the world.

Embry-Riddle Aeronautical University's general education program encourages effective learning and provides a coherent base for students to pursue their academic specializations. In specific support of the goals of general education,

candidates for bachelor degrees must complete course work or demonstrate competency in the following areas: English, Mathematics, Physical Sciences, and Social Sciences and Economics.

Program Alignment to University Mission
Form: Alignment to University Mission

ERAU University Mission Statement

Our mission is to teach the science, practice and business of aviation and aerospace, preparing students for productive careers[1] and leadership roles in service around the world.[2]

Our technologically enriched, student-centered environment[3] emphasizes learning through collaboration and teamwork,[4] concern for ethical and responsible behavior,[5] cultivation of analytical[6] and management abilities,[7] and a focus on the development of the professional skills needed for participation in a global community.[8] We believe a vibrant future for aviation and aerospace rests in the success of our students. Toward this end, Embry-Riddle is committed to providing a climate that facilitates the highest standards of academic achievement[9] and knowledge discovery,[10] in an interpersonal environment that supports the unique needs of each individual.[11] Embry-Riddle Aeronautical University is the world's leader in aviation and aerospace education. The University is an independent, non-profit, culturally diverse institution providing quality education and research in aviation, aerospace, engineering and related fields leading to associate's, baccalaureate's, master's and doctoral degrees.

Program Alignment to University Mission

Program Alignment to University Mission

Select all that apply.

[1]Preparing students for productive careers
[2]Preparing students for leadership roles in service around the world
[3]Technologically enriched environment
[4]Emphasize learning through collaboration and teamwork
[5]Concern for ethical and responsible behavior
[6]Cultivate analytical abilities
[8]Develop the professional skills needed for participation in a global community
[9]Facilitating the highest standards of academic achievement
[10]Facilitating knowledge discovery
[11]Providing an interpersonal environment that supports the unique needs of each individual

Program Outcomes

FL - Embry-Riddle General Education Competency Set (Copy 2)

General Education Competencies

Competency	Mapping
Critical Thinking (DB, PC, WW) The student will apply knowledge at the synthesis level to define and solve problems within professional and personal environments.	**Embry-Riddle General Education Competency Set:** Critical Thinking (DB, PC, WW)
Quantitative Reasoning (DB, PC, WW) The student will demonstrate the use of digitally-enabled technology (including concepts, techniques and tools of computing), mathematics proficiency & analysis techniques to interpret data for the purpose of drawing valid conclusions and solving associated problems.	**Embry-Riddle General Education Competency Set:** Quantitative Reasoning (DB, PC, WW)
Information Literacy (DB, PC, WW) The student will conduct meaningful research, including gathering information from primary and secondary sources and incorporating and documenting source material in his or her writing.	**Embry-Riddle General Education Competency Set:** Information Literacy (DB, PC, WW)
Communication (DB, PC, WW) The student will communicate concepts in written, digital and oral forms to present technical and non-technical information.	**Embry-Riddle General Education Competency Set:** Communication (DB, PC, WW)

Scientific Literacy (DB, PC, WW) The student will be able to analyze scientific evidence as it relates to the physical world and its interrelationship with human values and interests.	**Embry-Riddle General Education Competency Set:** Scientific Literacy (DB, PC, WW)
Cultural Literacy (DB, PC, WW) The student will be able to analyze historical events, cultural artifacts, and philosophical concepts.	**Embry-Riddle General Education Competency Set:** Cultural Literacy (DB, PC, WW)
Lifelong Personal Growth (WW Only) The student will be able to demonstrate the skills needed to enrich the quality of life through activities which enhance and promote lifetime learning.	**Embry-Riddle General Education Competency Set:** Lifelong Personal Growth (WW Only)

General Education Outcome Set

Outcome

Outcome	Mapping
WW_BSGE_PO_01 Mathematical Reasoning: Apply knowledge of college level mathematics to defining and solving problems.	**Embry-Riddle General Education Competency Set:** Critical Thinking (DB, PC, WW), Quantitative Reasoning (DB, PC, WW)
WW_BSGE_PO_02 Quantitative Analysis: Apply statistical methods in	**Embry-Riddle General Education Competency Set:** Critical Thinking (DB, PC, WW), Information Literacy

the analysis and interpretation of data for the purpose of drawing valid conclusions relating to the solutions of problems.	(DB, PC, WW), Quantitative Reasoning (DB, PC, WW)
WW_BSGE_PO_03 Written Communication: Communicate ideas in written form in both technical and non-technical areas.	**Embry-Riddle General Education Competency Set:** Communication (DB, PC, WW), Information Literacy (DB, PC, WW)
WW_BSGE_PO_04 Oral and Visual Communication: Communicate ideas in non-written form, such as through oral presentations or visual media.	**Embry-Riddle General Education Competency Set:** Communication (DB, PC, WW), Information Literacy (DB, PC, WW)
WW_BSGE_PO_05 Ethical and Social Responsibility: Recognize the importance of professional, ethical and social responsibility.	**Embry-Riddle General Education Competency Set:** Critical Thinking (DB, PC, WW), Cultural Literacy (DB, PC, WW), Scientific Literacy (DB, PC, WW)
WW_BSGE_PO_06 Environmental Awareness: Understand the natural world, to include the impact of the environment on aerospace operations and aerospace operations on the environment, as well as everyday life and professional experiences.	**Embry-Riddle General Education Competency Set:** Critical Thinking (DB, PC, WW), Cultural Literacy (DB, PC, WW), Scientific Literacy (DB, PC, WW)
WW_BSGE_PO_07	**Embry-Riddle General Education Competency Set:** Communication

Technological Literacy: Use digitally-enabled technology to organize and manipulate data, perform calculations, aid in solving problems, and communicate solutions, ideas, and concepts.	(DB, PC, WW), Critical Thinking (DB, PC, WW), Information Literacy (DB, PC, WW), Quantitative Reasoning (DB, PC, WW), Scientific Literacy (DB, PC, WW)
WW_BSGE_PO_08 Scientific Reasoning: Use scientific information in critical thinking and decision-making processes.	**Embry-Riddle General Education Competency Set:** Critical Thinking (DB, PC, WW), Quantitative Reasoning (DB, PC, WW), Scientific Literacy (DB, PC, WW)
WW_BSGE_PO_09 Teamwork: Function on multi-cultural and/or multi-disciplinary teams.	**Embry-Riddle General Education Competency Set:** Communication (DB, PC, WW), Cultural Literacy (DB, PC, WW), Lifelong Personal Growth (WW Only)
WW_BSGE_PO_10 Economic Reasoning: Apply economic principles to identify, formulate, and solve problems within professional and personal environments.	**Embry-Riddle General Education Competency Set:** Critical Thinking (DB, PC, WW), Information Literacy (DB, PC, WW), Quantitative Reasoning (DB, PC, WW)
WW_BSGE_PO_11 Professional Engagement: Identify and participate in professional and personal development activities through organizations and self-directed learning.	**Embry-Riddle General Education Competency Set:** Communication (DB, PC, WW), Cultural Literacy (DB, PC, WW), Lifelong Personal Growth (WW Only)
WW_BSGE_PO_12 Social Awareness:	**Embry-Riddle General Education Competency Set:** Critical Thinking (DB, PC, WW), Cultural Literacy (DB, PC, WW), Information Literacy (DB,

Understand contemporary issues in society.	PC, WW), Lifelong Personal Growth (WW Only)
WW_BSGE_PO_13 Multicultural Competence: Recognize the complexity and diversity of the human experience, including cultural, aesthetic, psychological, philosophical, and spiritual dimensions.	**Embry-Riddle General Education Competency Set:** Cultural Literacy (DB, PC, WW), Lifelong Personal Growth (WW Only)
WW_BSGE_PO_14 Information Literacy: Conduct and report research in accordance with professional standards.	**Embry-Riddle General Education Competency Set:** Communication (DB, PC, WW), Critical Thinking (DB, PC, WW), Information Literacy (DB, PC, WW), Quantitative Reasoning (DB, PC, WW)

Curriculum Map

Mapping Matrixs

College of Arts & Sciences Curriculum Map [Print View] [PDF]
Alignment Set: General Education Outcome Set
Created: 09/30/2013 10:00:17 am EDT
Last Modified: 10/29/2013 5:04:22 pm EDT

College of Arts & Sciences Curriculum Map

Courses and Activities Mapped to General Education Outcome Set

☑ Show Outcome Descriptions ☐ Show Course/Activity Detail

Courses and Learning Activities	Outcome													
	WW_BSCE_PO_01 Mathematical Reasoning — Apply knowledge of college level mathematics to defining and solving problems.	WW_BSCE_PO_02 Quantitative Analysis — Apply statistical methods in the analysis and interpretation of data for the purpose of drawing valid conclusions relating to the solutions of problems.	WW_BSCE_PO_03 Written Communication — Communicate ideas in written form in both technical and non-technical areas.	WW_BSCE_PO_04 Oral and Visual Communication — Communicate ideas in non-written form, such as through oral presentations or visual media.	WW_BSCE_PO_05 Ethical and Social Responsibility — Recognize the importance of professional, ethical and social responsibility.	WW_BSCE_PO_06 Environmental Awareness — Understand the natural world, to include the impact of the environment on aerospace operations and aerospace operations on the environment, as well as everyday life and professional experiences.	WW_BSCE_PO_07 Technological Literacy — Use digitally enabled technology to organize and manipulate data, perform calculations, aid in solving problems and communicate solutions, ideas, and concepts.	WW_BSCE_PO_08 Scientific Reasoning — Use scientific information in critical thinking and decision-making processes.	WW_BSCE_PO_09 Teamwork — Function on multi-cultural and/or multi-disciplinary teams.	WW_BSCE_PO_10 Economic Reasoning — Apply economic principles to identify, formulate, and solve problems within professional and personal environments.	WW_BSCE_PO_11 Professional Engagement — Identify and participate in professional and personal development activities through organizations and self-directed learning.	WW_BSCE_PO_12 Social Awareness — Understand contemporary issues in society.	WW_BSCE_PO_13 Multicultural Competence — Recognize the complexity and diversity of the human experience, including cultural, aesthetic, psychological, philosophical, and spiritual dimensions.	WW_BSCE_PO_14 Information Literacy — Conduct and report research in accordance with professional standards.
ECON 210 Microeconomics	I		I							I		I		
ECON 211 Macroeconomics	I		I				I			I		I		
ECON 315 Managerial Economics	I	I	I				I			I		I		
ECON 420 Economics of Air Transportation	I		I				I			I		I		
GOVT 320 American National Government		I	I	I	I		I	I			I	I	I	I
GOVT 325 International Studies									I			I	I	I
GOVT 335 Current Issues in America			I	I								I	I	I
GOVT 340 U.S. Foreign Policy			I	I									I	I
GOVT 363 Inter-American Relation			I	I									I	I
GOVT 401 American Constitutional Law			I									I		I
GOVT 402 Globalization and World Politics			I	I						I		I	I	I
HIST 110 World History		I	I	I	I			I				I	I	I
HIST 330 History of Aviation in America														
HIST 300 Evolution of Scientific Thought	I		I	I	I	I	I	I				I	I	I
HIST 305 American Military History			I	I									I	I
PSYC 220 Introduction to Psychology	I	I	I	I	I	I				I	I	I	I	
PSYC 320 Aviation Psychology		I	I	I	I		I	I			I	I	I	I
PSYC 350 Social Psychology	I	I	I	I	I	I				I	I	I	I	
PSYC 400 Introduction to Cognitive Science			I	I	I		I	I	I		I	I	I	I
SOCI 210 Introduction to Sociology	I	I	I		I	I		I	I			I	I	I
SOCI 300 Marriage & Family			I		I	I		I			I	I	I	I
SOCI 310 Personality Development														I
ENGL 123 English Composition			I	I	I							I		I
ENGL 143 Studies in Rhetorical Theory			I		I							I		I
ENGL 221 Technical Report Writing			I	I	I		I		I			I		I
ENGL 222 Business Communication			I	I			I		I			I		I
ENGL 255 Creative Writing			I	I	I							I		I
HUMN 140 Western Humanities I: Antiquity and the Middle Ages			I	I	I							I	I	I
HUMN 141 Western Humanities II: Renaissance to Postmodern			I	I	I							I	I	I
HUMN 142 Studies in Literature			I	I									I	I
HUMN 300 World Literature			I	I								I	I	I
HUMN 310 American Literature			I	I								I	I	I
HUMN 325 Exploring Film			I	I									I	I
HUMN 330 Values and Ethics				I	I						I	I	I	
SPCH 219 Speech			I	I			I		I					
GNED 101 Fundamentals of College Student Success			I	I			I				I			I
MATH 106 Basic Algebra & Trigonometry							I							
MATH 111 College Mathematics for Aviation I	I						I							
MATH 112 College Mathematics for Aviation II	I						I							
MATH 140 College Algebra	I						I							
MATH 142 Trigonometry	I						I							
MATH 211 Statistics with Aviation Applications	I						I							
MATH 222 Business Statistics	I						I							
MATH 250 Calculus and Analytic Geometry I	I						I							
MATH 251 Calculus and Analytic Geometry II	I						I							
MATH 252 Calculus and Analytic Geometry III	I						I							
MATH 253 Calculus and Analytic Geometry IV	I						I							
MATH 320 Decision Mathematics	I	I					I							
MATH 345 Differential Equations and Matrix Methods	I						I							
BIOL 107 Elements of Biological Science		I	I								I			
PHYS 102 Explorations in Physics	I		I			I	I						I	
PHYS 150 Physics I for Engineers	I		I											
PHYS 160 Physics II for Engineers	I		I			I	I	I						
PHYS 250 Physics III for Engineers	I		I			I	I							
PHYS 142 Introduction to Environmental Science	I		I								I			
PHYS 301 Astronomy			I					I						
PHYS 302 Evolution of Scientific Thought														
PHYS 304 Environmental Science			I	I	I	I		I			I		I	
WEAX 201 Meteorology I	I		I			I	I	I	I					
WEAX 332 Meteorology II			I			I		I						

Legend: I Introduced · P Practiced · M Mastered

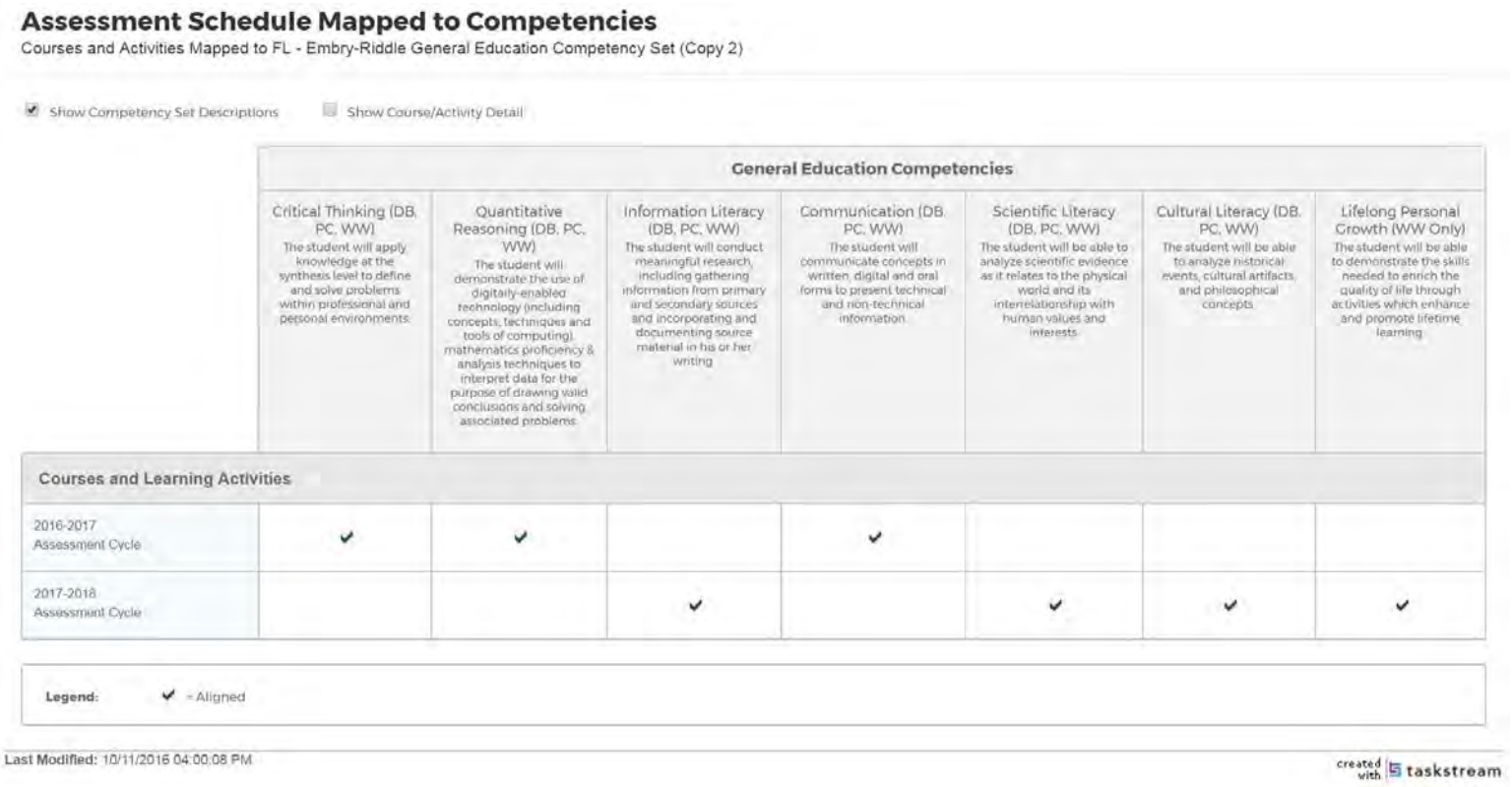
Assessment Schedule

Mapping Matrixs

Assessment Schedule Mapped to Competencies

[Print View] [PDF]

Alignment Set: FL - Embry-Riddle General Education Competency Set (Copy 2)
Created: 10/11/2016 3:58:50 pm EDT
Last Modified: 10/11/2016 4:00:08 pm EDT



Assessment Schedule Mapped to Competencies

Courses and Activities Mapped to FL - Embry-Riddle General Education Competency Set (Copy 2)

☑ Show Competency Set Descriptions ☐ Show Course/Activity Detail

	General Education Competencies						
	Critical Thinking (DB, PC, WW) The student will apply knowledge at the synthesis level to define and solve problems within professional and personal environments.	Quantitative Reasoning (DB, PC, WW) The student will demonstrate the use of digitally-enabled technology (including concepts, techniques and tools of computing), mathematics proficiency & analysis techniques to interpret data for the purpose of drawing valid conclusions and solving associated problems.	Information Literacy (DB, PC, WW) The student will conduct meaningful research, including gathering information from primary and secondary sources and incorporating and documenting source material in his or her writing.	Communication (DB, PC, WW) The student will communicate concepts in written, digital and oral forms to present technical and non-technical information.	Scientific Literacy (DB, PC, WW) The student will be able to analyze scientific evidence as it relates to the physical world and its interrelationship with human values and interests.	Cultural Literacy (DB, PC, WW) The student will be able to analyze historical events, cultural artifacts, and philosophical concepts.	Lifelong Personal Growth (WW Only) The student will be able to demonstrate the skills needed to enrich the quality of life through activities which enhance and promote lifetime learning.
Courses and Learning Activities							
2016-2017 Assessment Cycle	✔	✔		✔			
2017-2018 Assessment Cycle			✔		✔	✔	✔

Legend: ✔ = Aligned

Last Modified: 10/11/2016 04:00:08 PM

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Gen Ed Assessment Schedule

[Print View] [PDF]

Alignment Set: General Education Outcome Set
Created: 09/30/2013 10:53:43 am EDT
Last Modified: 10/11/2016 3:57:38 pm EDT

Gen Ed Assessment Schedule

Courses and Activities Mapped to General Education Outcome Set

Show Outcome Descriptions Show Course/Activity Detail

Courses and Learning Activities	Outcome									
	WW_BSCE_PO_01 Mathematical Reasoning. Apply knowledge of college level mathematics to defining and solving problems.	WW_BSCE_PO_02 Quantitative Analysis. Apply statistical methods in the analysis and interpretation of data for the purpose of drawing valid conclusions relating to the solutions of problems.	WW_BSCE_PO_03 Written Communication. Communicate ideas in written form in both technical and non-technical areas.	WW_BSCE_PO_04 Oral and Visual Communication. Communicate ideas in non-written form, such as through oral presentations or visual media.	WW_BSCE_PO_05 Ethical and Social Responsibility. Recognize the importance of professional, ethical and social responsibility.	WW_BSCE_PO_06 Environmental Awareness. Understand the natural world, to include the impact of the environment on aerospace operations and aerospace operations on the environment, as well as everyday life and professional experiences.	WW_BSCE_PO_07 Technological Literacy. Use digitally-enabled technology to organize and manipulate data, perform calculations, aid in solving problems, and communicate solutions, ideas and concepts.	WW_BSCE_PO_08 Scientific Reasoning. Use scientific information in critical thinking and decision-making processes.	WW_BSCE_PO_09 Teamwork. Function on multi-cultural and/or multi-disciplinary teams.	WW_BSCE_PO_10 Economic Reasoning. Apply economic principles to identify, formulate, and solve problems within professional and personal environments.
2013-14 Assessment Cycle					✔			✔		
2014-15 ASSESSMENT CYCLE		✔	✔							
2015-16 ASSESSMENT CYCLE			✔		✔			✔		
2016-2017 Assessment Cycle	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔

Legend: ✔ = Aligned

Last Modified: 10/11/2016 03:57:38 PM

created with taskstream

Additional Information (Optional)

2014-2015 Assessment Cycle

Contact Information

Form: Contact Information

Please fill out the form with the information of the person responsible for the assessment plan.

Contact Name

First	Last
Johnelle	Korioth

Email

korio43b@erau.edu

Phone Number

505379-2869

Assessment Plan

Measures

General Education Outcome Set

Outcome

Outcome: WW_BSGE_PO_02
Quantitative Analysis:

Apply statistical methods in the analysis and interpretation of data for the purpose of drawing valid conclusions relating to the solutions of problems.

Measure: Activity 6.4 Quantitative Data Assignment
Program level; Direct - Student Artifact

Details/Description:	In Research, after the sample is selected and data are collected from the sample, the data analysis process begins. Appropriate analysis techniques depend on several factors including whether the data are quantitative or qualitative. In this Module, we will study quantitative data analysis techniques. Activity 6.4 assignment will require students to first select a sample, and then work problems related to analyzing the data from that sample. The StatCrunch Instructions documents for chapter 14 and 15 have step-by-step instructions on using StatCrunch for the quantitative data analysis assignment. Students work through the problems using StatCrunch software and insert answers to each of the problems in the space below the problem statement on the attached document.
Criterion for Success:	80% of students that turn in the assignment will receive a 75% or higher.
Timeframe of Data Collection:	August 2014 to December 2014
Key/Responsible Personnel:	Dr. Heather L Garten

Supporting Attachments:

M6_Quantitative_Assignment Taskstream 2014 2015.docx (Word Document (Open XML))

Measure: Applying knowledge of college level mathematics to solving problems in a physics course.

Course level; Direct - Exam

Details/Description:	There are 10 physics problems in Summative Exam #2 for PHYS 102. While each section is taught using a Multi-Modality Template or Online Template, all sections use the same summative exam. We will harvest the exam results for the 10 physics problems and evaluate the results across all modalities collectively and then by individual modalities (Lecture, Blended Learning Lecture, EagleVision Classroom, Blended Learning EagleVision Classroom, EagleVision Home, Blended Learning EagleVision Home, or Online). The goal is to see if there is a difference in learning based on modality.

Criterion for Success:	80% of the sections will have an average section grade of 75 or greater.
Timeframe of Data Collection:	October - December 2014
Key/Responsible Personnel:	Dr. Johnelle Korioth

Measure: Quiz 6.2

Course level; Direct - Exam

Details/Description:	After the sample is selected and data are collected from the sample, the data analysis process begins. Appropriate analysis techniques depend on several factors including whether the data are quantitative or qualitative. Module 6 studies quantitative data analysis techniques. Chapter 14 describes important types of charts, graphs, and descriptive statistics. Chapter 15 presents some hypothesis tests that can be used with quantitative data and also discusses regression analysis. The quiz test that students learned the information in Module 6.
Criterion for Success:	75% of students will receive a 70% or higher on Quiz 6.2
Timeframe of Data Collection:	August 2014-December 2014
Key/Responsible Personnel:	Dr. Heather Garten

Measure: Student Performance Content Goal

Course level; Direct - Exam

Details/Description:	There are 10 physics problems in Summative Exam #2 for PHYS 102. While each section is taught using a Multi-Modality Template or Online Template, all sections use the same summative exam. We will harvest the exam results for the 10 physics problems and evaluate the results across all modalities collectively and then by individual modalities (Lecture,

	Blended Learning Lecture, EagleVision Classroom, Blended Learning EagleVision Classroom, EagleVision Home, Blended Learning EagleVision Home, or Online). The goal is to see if there is a difference in learning based on modality.
Criterion for Success:	The average score for any single problem will not be less than 70% of the points possible for the problem. For example, if the problem is worth 5 points, the goal is to have an average score greater than or equal to 3.5 across all sections.
Timeframe of Data Collection:	October - December 2014
Key/Responsible Personnel:	Dr. Johnelle Korioth

Outcome: WW_BSGE_PO_03

Written Communication:

Communicate ideas in written form in both technical and non-technical areas.

Measure: ENGL 123 English Composition and Written Communication

Course level; Direct - Student Artifact

Details/Description:	Classical Argument: Students will write a classical argument paper of 750-850 words. Classical argument is a way of structuring a position paper. It follows the order used by Greek and Roman orators (hence the term 'classical'), briefly: getting attention; providing background; stating the thesis; forecasting the main points; stating and supporting the reasons in favor of the thesis position; defusing objections; and bringing the argument to a powerful conclusion.
Criterion for Success:	Set an overall goal of 80% of the students achieving an overall grade of 75% or higher on the research paper.

Timeframe of Data Collection:	October - December 2014
Key/Responsible Personnel:	Assistant Professor Ron Serra 386-212-1600

Measure: HUMN 400 Position Papers

Course level; Direct - Student Artifact

Details/Description:	The purpose of the position papers is to encourage students to think and argue critically about specific issues related to science and technology in society and develop factually grounded opinions, based upon the readings, external research, and their own personal frames of reference. The position papers are graded activities which are evaluated according to the position paper rubric, including the following criteria: Format and Language; Research – quality and quantity; Assertion of arguments – presentation of each side; Logic and critical thinking In the position paper students are expected to: Use evidence to support a position, such as statistical evidence or dates and events; Validate a position with authoritative references or primary source quotations; Examine the strengths and weaknesses of a position; Evaluate possible solutions and suggest courses of action. This assignment requires scholarly research, critical thinking, and college-level writing skills, utilizing the APA documentation format.
Criterion for Success:	Set an overall goal of 80% of the students achieving an overall grade of 75% or higher on each of the four required position papers.
Timeframe of Data Collection:	October - December 2014

Key/Responsible Personnel: Dr. Donna L. Roberts
Discipline Chair, Psychology & Sociology
College of Arts & Sciences

Supporting Attachments:

- **HUMN 400 - Position Paper Guide** (Adobe Acrobat Document)
- **HUMN 400 - Position Paper Rubric** (Adobe Acrobat Document)

Outcome: WW_BSGE_PO_14

Information Literacy:

Conduct and report research in accordance with professional standards.

Measure: ENGL 123 English Composition and Critical Thinking

Course level; Direct - Student Artifact

Details/Description: Exploratory Research Log and Paper:

The research component in ENGL 123 provides a deeper understanding of a topic by conducting scholarly criticism and validating sources in the APA format (PO 3, 14).

The Exploratory Research Assignment spans a two-week period. Students choose a topic of interest and pose a problematic question about the topic. While researching the topic, students are required to critically think about various viewpoints. They keep notes on intellectual criticism in a research log, and they include thorough notes about how critical thinking and scholarly criticism influences opinions and learning. Basically, the essay is a chronological account of their research process -- a story of learning.

This assignment requires scholarly research, critical thinking, and college-level writing skills, utilizing the APA documentation format.

Criterion for Success:	Set an overall goal of 80% of the students achieving an overall grade of 75% or higher on the exploratory research paper.
Timeframe of Data Collection:	October - December 2014
Key/Responsible Personnel:	Assistant Professor Ron Serra 386-212-1600

Measure: PSYC 400 - Research Proposal

Course level; Direct - Student Artifact

Details/Description:	For this activity students design a research proposal on a topic in human cognition. Students proceed through the stages of developing a project proposal including: defining a research problem, reviewing the literature, developing a hypothesis, choosing a methodology, developing experimental protocol, and proposing a plan for collecting data and analyzing data. This assignment requires scholarly research, critical thinking, and college-level writing skills, utilizing the APA documentation format.
Criterion for Success:	Set an overall goal of 80% of the students achieving an overall grade of 75% or higher on the research paper.
Timeframe of Data Collection:	October - December 2014
Key/Responsible Personnel:	Dr. Donna L. Roberts Discipline Chair, Psychology & Sociology College of Arts & Sciences

Supporting Attachments:

- **PSYC 400 Research Paper Guide** (Adobe Acrobat Document)
- **PSYC 400 Research Paper Rubric** (Adobe Acrobat Document)

Additional/Ad-hoc Program Improvements (Optional)

Attachments